



Northern
Michigan
University

**BACHELOR OF SOCIAL
WORK PROGRAM**

**FIELD INSTRUCTION
MANUAL**

2010-2012

**Northern Michigan University
BSW Program
Field Instruction Contact Information**

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SECTION I: OVERVIEW AND PLACEMENT PROCESS

FIELD INSTRUCTION OVERVIEW

- The Council on social Work Education requires a minimum 400 clock hours of field instruction for a BSW degree
- NMU requires 8 credit hours of field instruction: SW 480 (4 credits) and SW 481 (4 credits). Usually this translates into about 15 hours per week for 30 weeks during the senior year for a total of 450 hours. A minimum of 400 hours is required for a passing grade.
- A Field Instructors should have either an MSW Degree or a BSW degree with experience. Exceptions can be made with additional supervision provided by NMU faculty.
- Only students who have been admitted to the advanced BSW curriculum and who have a GPA of at least 2.5 are eligible for placement.
- The NMU Field Coordinator arranges prospective placements between the student and agency. Field agencies interview each prospective student (typically in April) before the placement is approved for the following Fall.
- Field students are concurrently enrolled in a seminar while in placement; they submit weekly reports to the seminar instructor and discuss placement issues.
- Students also provide a weekly log of activities to their Field Instructor and the Field Placement Coordinator.
- The field instructor completes a rating form each semester as part of the student evaluation process.
- Field placement is graded on a Satisfactory/Unsatisfactory basis. The NMU faculty Field Placement Coordinator is responsible for assigning the final grade.

STUDENT-PLACEMENT MATCHING PROCESS

Students are encouraged to discuss field education requirements and available placements with their instructors, academic advisers, and the Field Coordinator beginning with their admission into the Social work program. The Field Coordinator is primarily responsible for locating, screening, identifying, selecting and confirming student placements. Field settings are selected to meet the educational needs of the student as identified by the social work program and the Council on Social Work Education.

The placement process begins during a student's junior year. Each year, prior to the deadline for filing field placement applications (February 1), the Field Coordinator provides an informational session (usually in one of the Social Work practice methods classes) to discuss field education, the eligibility requirements for participating in field education, and the application process required of students. Students are provided an application for field education packet which includes all the necessary forms needed to complete the application process. The basic steps in the application and field placement process are as follows:

- 1) The student submits an application to the Field Coordinator. This includes:
 - a) Application to field education;
 - b) Release of information form;
 - c) Personal resume.
- 2) The student schedules a pre-placement interview with the Field Coordinator to discuss learning objectives, discuss student interests, and identify any specific placement needs (e.g., location, handicap restrictions, etc.)
- 3) Following the pre-placement interview, the Field Coordinator consults with other faculty as needed to clarify a student's individual learning needs and gain assistance in identifying possible placement resources.
- 4) Once tentative placement choices are identified, the Field Coordinator contacts agencies to discuss the student's interest and field education requirements. If the agency is receptive to accepting the student, the agency will be asked to identify an individual whom the student can contact and arrange a personal interview.
- 5) The Coordinator of Field Education provides student information to the agency prior to the student's personal interview. The Coordinator of Field Education concurrently notifies the student of the need to arrange a personal interview.
- 6) During the agency interview, the student and staff member(s) responsible for field supervision discuss the agency, its function, the general nature of field assignments available to the student, any factors that might prohibit placement, and other matters relevant to the acceptance of the student for placement.
- 7) Following the interview, the Field Coordinator discusses the interview with both the student and agency representative. If the agency is willing to accept the student for placement, a formal placement assignment will be made. If concerns preclude placement, the request for placement will be withdrawn and other placement opportunities explored.
- 8) The field agency completes a student acceptance form and forwards it to the Field Coordinator.

THE AGENCY SELECTION PROCESS

When an agency determines that field education for social work students is a service it wishes to provide, the Field Education Coordinator discusses the social work program and field education program with the agency representative. Participating agencies always interview prospective students prior to placement, and have the option of refusing placement. When students are referred to the agency for field instruction and accepted for field placement, the Field Education Coordinator assists with securing the following documents:

1. The Agency Affiliation Agreement is forwarded to the agency for review and signature prior to the beginning of the academic year and the actual field placement. Note: NMU does not require use of this form; however, some agencies do require a formal agreement. Once executed, the agreement remains in effect until canceled by either party—it does not need to be renewed with each student.
2. An agency representative completes an Agency Data Form which provides information about the activities and services provided by the agency. This information is stored in the NMU field data base to aid in matching field settings with prospective students.
3. A Field Instructor Data Form is completed on each agency staff person who will serve as a field instructor. The information requested documents the Field Instructor's academic and professional experience for compliance with CSWE requirements.
4. Prior to the beginning of the student's field placement, the Field Education Coordinator meets with agency staff to review the educational objectives of the social work program and to discuss any concerns the agency may have regarding field instruction.

SECTION II: RATIONALE AND STUDENT COMPETENCIES

NORTHERN MICHIGAN UNIVERSITY MISSION

Northern Michigan University, by providing quality academic programs, strong student support, and extensive regional service for its stakeholders in the upper Midwest, challenges its students, faculty, staff, and alumni to strive for excellence, both inside and outside the classroom, and to become outstanding citizens and leaders.

To accomplish this mission, Northern provides a supportive living and learning environment that includes high-caliber undergraduate and graduate programs, personal attention, extensive use of modern technology, and continuous improvement of curriculum and services through systematic assessment.

Challenging themselves and their students, Northern faculty and staff are dedicated to effective teaching and intellectual inquiry; to including students as learning partners in their research, scholarship, and other professional activities; and to advancing the University's roles as a service provider and as a cultural and recreational center in the Upper Peninsula.

Northern Michigan University students will study ethics, humanitarian values, and cultural awareness in a strong general education program as well as master specific knowledge in a major career field. As graduates who are life-long learners, they will possess the skills and attitudes to succeed in a fast-paced, constantly evolving, multi-cultural world. As alumni, they will be challenged to continue an NMU tradition, that of distinguishing themselves in their careers and communities.

<http://www.nmu.edu/facts/mission.htm>

(Retrieved 09/92/2007)

SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of the Bachelor of Social Work Program at Northern Michigan University is to provide a high quality liberal arts and professional education program to prepare students for entry level generalist social work practice. As a program accredited by the Council on Social Work Education, all content included in the curriculum is specifically selected on the basis of contributing to the student's overall preparation for professional practice through the acquisition of knowledge, values and skills .Students completing the Bachelor of Social Work Program will be able to deliver entry-level generalist social work practice interventions to client systems of various sizes whether they be individuals, families, groups, organizations or communities.

Throughout the program students will be exposed to the values and ethics that guide professional practice. The Social Work Program will develop awareness in students of the need for continued professional development following graduation and throughout their professional careers. The entry level to the profession of social work is considered

to be generalist practice. The generalist practitioner has the capacity, under supervision, to provide services across a broad range of client systems. The generalist is able to work with an array of problem situations at least to a level of initial assessment and referral to appropriate resources. The generalist can utilize a common or generic social work method across a variety of service systems within an eco-systems model and utilizing a strengths perspective. The generalist practitioner provides services to clients directly. While the curriculum certainly contains elements of preparation for such activities as planning, research, supervision and administration, the major skill preparation is for direct practice with clients.

The Social Work Program is built on a humanistic philosophy that exemplifies the values of social justice, respect for human rights, dignity and diversity. The Social Work Program seeks to respond to the unique needs of the Upper Peninsula by providing educational opportunities for social work practitioners and professionals of other disciplines. In particular the Social Work Program seeks to provide a knowledge base to meet a regional need for substance abuse training.

PURPOSE OF FIELD EDUCATION

Field Education is an integral component of social work education. It provides the student the opportunity to begin practicing and developing social work skills and competencies learned theoretically in the classroom setting and to carry out specific assignments from courses taken concurrently with placement.. The field experience also enables them to expand their professional knowledge base and test out theories and principles under the supervision of an experienced social worker. Through field experience, students are provided an opportunity to develop professional identities and responsibilities. Field education provides students an opportunity to achieve skilled mastery by practice in the performance of educationally sequenced assignments. Field education is required of all students as part of fulfilling the requirements for a social work degree from a program accredited by the Council on Social Work Education.

SOCIAL WORK CORE COMPETENCIES

The Council on Social Work Education specifies ten core competencies that accredited social work programs are expected to address in the design and operation of a BSW Program. These competencies are reproduced below from the CSWE Educational Policy and Accreditation Standards, which are available on-line at: <http://www.cswe.org>. These competencies form the basis for the individualized learning agreement that each student and field instructor design together in the placement planning process. The field evaluation instrument is also designed around the competencies.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

2 National Association of Social Workers (approved 1996, revised 1999). Code of Ethics for Social Workers. Washington, DC: NASW.

3 International Federation of Social Workers and International Association of Schools of Social Work. (2004). Ethics in Social Work, Statement of Principles. Retrieved January 2, 2008 from <http://www.ifsw.org>

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes⁷

identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;

- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers

- critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

SECTION III: A PARTNERSHIP IN LEARNING

UNIVERSITY ROLES AND RESPONSIBILITIES

A. Field Coordinator

The Field Coordinator is primarily responsible for the overall coordination and administration of the field education program. It is the responsibility of the Field Coordinator and the Social Work Program Director to establish guidelines and procedures for the field education program. The Field Coordinator is administratively responsible for planning, implementing, and evaluating all aspects of the field education experience. The Field Coordinator is responsible for developing field placements, placing students, monitoring student performance in the field as reported by Field Liaisons, evaluating the field education program of the social work program, registering field agencies, and monitoring the effectiveness of the agency's ability to provide quality field education opportunities. Specific activities are listed below:

1. Selection of Field Placement Agencies -

Agencies selected for student placement must provide opportunities for students to develop and achieve educational objectives which are focused toward the acquisition of generalist social skills. When an agency determines that field education for social work students is a service it wishes to provide, the Field Coordinator meets with the agency representative to clarify requirements for field education and to define collaborative roles and responsibilities. If the university and the agency both agree to use the agency as a placement setting, both parties will sign an Agency Affiliation Agreement (see Appendix) which outlines standards, requirements, and mutual obligations for field education. The following criteria are used in selecting agencies for educational sites:

- a. The agency shall have a demonstrated capacity to provide generalist social work learning experiences.
- b. The agency's philosophy of service and methods of intervention are compatible with the values and ethics of the social work profession.
- c. The agency accepts the premise that the primary goal of field instruction is student education.
- d. The agency agrees to cooperate with goals set forth for professional education and accept the objectives and the educational focus of the program of field instruction, including the provision of appropriate supports to enable field instructors to maintain an educational focus.
- e. The agency provides a qualified field instructor. Normally, the field instructor holds a BSW or an MSW degree. Field instructors with related credentials and human service experience may be utilized. In such cases, the university is responsible for assuring sufficient professional social work supervision.
- f. The agency agrees to allow students to participate in a wide range of learning opportunities commensurate with the social work program's objective for field instruction.
- g. The agency agrees to commit adequate resources and the time of an agency-based field instructor appropriate for the needs of the student to accomplish the

objectives of the student learning contract. Tasks may include attending field instructor orientation sessions, observing student activities, providing supervision related to these activities, and participating in the evaluations of student accomplishments.

- h. The agency is able to provide physical working space for field placement students.

2. Registration of Field Agencies -

Once an agency has been selected for a field education site, the Field Coordinator will secure information about the agency, the agency's mission, and the social worker who will provide field instruction. The Field Coordinator will in turn provide the agency with the necessary information and documentation to insure that the agency will be able to comply with field education objectives. The Field Coordinator is primarily responsible for facilitating communication between the agency, the student and the university.

3. Selection of Students for Field Education -

The Field Coordinator is responsible for determining the eligibility of students for participation in field education and for assigning students to agencies. The Field Coordinator will provide a forum to disseminate information about the placement process to students and will meet individually with them to identify educational objectives and develop individual educational goals.

4. Monitoring Student Performance -

The Field Coordinator is responsible for assigning each student a Faculty Liaison, coordinating the development of individual student Learning Agreements, coordinating the administration of mid-year and end-of-year student evaluations, and providing consultative services to Faculty Liaisons as requested or needed.

5. Program Evaluation -

The Field Coordinator is responsible for reviewing the effectiveness of the field education program and insuring continued compliance with the educational objectives of the social work program and the Council on Social Work Education. Field education student evaluations will be developed in such a manner as to provide one outcome measure of the overall effectiveness of the social work program.

B. Faculty Liaison

In consultation with the Coordinator of Field Education and the Social work program Director, each student will be assigned a Faculty Liaison who has responsibility after a student begins placement to monitor and evaluate the student's overall performance, make agency visits, participate in field workshops and meetings, and manage problems related to field requirements. The Faculty Liaison will maintain contact with the Field Instructor throughout the student's placement and make a minimum of one (1) visit to the field agency during each placement semester. The agency visit involves the review of learning assignments and objectives, the learning contract, and other pertinent field education requirements. During agency visits, the Faculty Liaison reviews and evaluates the field experience with the student and the Faculty Instructor. After the visit, the Faculty Liaison submits a Field Visit Report (see Appendix) to the Coordinator of Field Education. The Faculty Liaison will make additional visits to the agency during the placement semester when necessary and/or requested by a student or Field Instructor.

AGENCY ROLES AND RESPONSIBILITIES

A. AGENCY

As a participant in the education of the student, the field placement agency provides a setting in which the students can gain meaningful social work practice experience. The placement experience must be compatible with classroom teaching and enable students the opportunity to integrate theory with practice. The agencies providing field instruction for students reflect the diversity of social welfare problems and the client populations served by social workers in the Upper Peninsula. Agencies providing field placement opportunities offer a wide array of services including health, mental health, family and children's services, developmentally disabled, gerontology, substance abuse, social welfare, school, and criminal justice settings. As a participant in the education of the student for social work practice, the field placement agency has the following responsibilities:

1. The agency's representative(s) will sign an Agency Affiliation Agreement with the university which outlines the general requirements and standards for field education including the roles and responsibilities of the university, agency, and field student.
2. The agency's representative(s) conducts a personal interview with each student being considered for field study to determine if placement in that agency setting is appropriate. The agency will inform the Field Education Coordinator of the decision regarding the acceptance of the student for field placement. The agency has no obligation to work with students who are initially considered to be, or are later found to be, unsuited to the agency. Therefore, the agency, in consultation

with the university, may request that the student be withdrawn from placement in the agency.

3. The agency agrees to be responsible for providing the student with an agency orientation to familiarize the student with agency personnel policies and procedures.
4. The agency will inform students of potential work hazards such as exposure to infectious diseases or other health hazards. The agency also will discuss any required preventive measures such as hepatitis testing, TB testing, and necessary immunizations.
5. The agency ensures that under no circumstances will students prescribe, administer, or dispense medication or physical therapy.
6. The agency will allow Field Instructors to participate in meetings required by the social work program.
7. The agency will make available physical facilities and other resources needed by the student to complete learning assignments as identified in the Learning Agreement. Ideally, the agency will provide the student with work space comparable to that provided to the regular staff.
8. The agency agrees to reimburse students' mileage for field instruction assignments plus any other reimbursements customarily given to staff. This does not include reimbursement for daily travel to and from the agency.
9. The agency will assist in the identification and selection of qualified social work staff to serve as Field Instructors. The social work program prefers an MSW degree for those who are providing field instruction or a BSW degree with three years supervised experience in the field instruction setting.
10. The agency will provide time for weekly supervisory sessions between the Field Instructor and the student. The minimum expectation for supervision is one (1) hour per week. Field Instructors are also expected to be available between supervisory sessions for consultation as needed.
11. The agency is responsible for notifying the field education program in a timely manner through the Field Liaison when a student's performance may jeopardize the successful completion of the field placement.

B. FIELD INSTRUCTORS

The social work program and approved field agencies engage jointly in the identification and selection of Field Instructors. Planned cooperation and coordination and the school and the agency's selected for field placement are essential to a high level of instruction. Based on the standards of the Council on Social Work Education for field study, the agency staff member designated as a Field Instructor will be a professional social worker who has demonstrated competence in practice, supervision, and a capacity for teaching social work. The Field Instructor has responsibility for providing educational guidance to the student in meeting the learning objectives and other requirements for field study. It is

expected that the Field Instructor will have an ability to organize and transmit understanding of social work practice beyond knowledge of the specific placement setting. The Field Instructor should be willing to include or draw upon other qualified staff members for access to their knowledge and skills in their specific areas of practice. In addition, based on the opinion of the agency and university, the Field Instructor should have an ability to relate warmly and effectively to the student, be able to stimulate and support the student in the learning process, and assist the student to incorporate the values and ethics of the social work profession. Specific responsibilities of the Field Instructor during field placement include the following:

1. Assist the student to identify learning objectives in the development of the Learning Agreement. Signed copies of the Learning Agreement will be forwarded to the Field Coordinator by established deadlines.
2. Provide structured learning experiences for the student necessary to meet these learning objectives. These assignments should reflect curriculum goals, outcome objectives and action plans.
3. Maintain a teaching role to help students integrate knowledge, skills, and values addressed in course work with the demands of practice.
4. Provide a mid-year and end-of-year (final) evaluation. These evaluations will be provided in writing and will be signed by both the student and the field instructor. In addition to these written evaluations, there will be conference meetings between the student, the Field Instructor, and the Faculty Liaison to review and discuss the student's progress. The mid-year meeting will provide an opportunity to review the Learning Agreement and to modify and change that Agreement as necessary.
5. Model professional behavior and maintain a positive attitude toward the social work profession which fosters the student's professional identification and growth.
6. Schedule weekly educational-focused conferences with the student.
7. Maintain contact with the Faculty Liaison regarding student progress and submit a recommended grade for formal evaluations.
8. Completion and submission of the Field Instructor Data Form (see Appendix) to the Field Education Office.
9. Provide the Field Education Office with feedback regarding their interest, time, and general availability to supervise students.

STUDENTS' ROLES AND RESPONSIBILITIES

The importance of students accepting responsibility for achieving a successful field placement experience cannot be overly emphasized. Along with field faculty and agency personnel, each student is expected to function as an assertive, and active partner in planning, carrying out, and evaluating field education activities. Students should take initiative in working with the Field Instructor in developing the Learning Agreement and in the identification of specific educational goals and objectives.

1. Students are expected to read and become familiar with this manual and comply with all policies and procedures contained herein.
2. Students are expected to conduct themselves in a responsible and appropriate manner consistent with the NASW Code of Ethics.
3. Students are expected to follow the procedures outlined for participating in field education outlined elsewhere in this manual. This process includes completion of required courses prior to admission to field education, application for field education, completion of documentation required for participation in field education, and acceptance by an agency for a field practicum.
4. Students are expected to complete all requirements for field education (e.g., attendance, arriving, and leaving the agency at the agreed upon time, notification of absences, etc.). Students are expected to adhere to all policies and procedures of the placement agency.
5. Students are expected to transfer the theoretical concepts, principles, and skills acquired in the classroom to field practice situations. Learning assignments completed by the student should be designed according to the educational goals and objectives for field education. Each student is required to assist in the development of a personal Learning Agreement, complete a minimum of 420 hours in the placement agency and satisfactorily complete all required assignments.
6. Students should be receptive to supervision and use it to improve practice skills and knowledge, increase self awareness, and develop professionally. If there are problems during placement, students are responsible for pursuing resolution using proper channels. All problems or concerns should initially be shared with the Field Instructor. Preventing or resolving problems often requires that the student take initiative to interact with, question, provide feedback, and constructively confront others when it appears that the educational objectives are not being met. (Refer to Grievance Policy)
7. Students should expect to meet with the Field Instructor to participate in the mid-year and end-of-year evaluations. Students will meet with the Field Instructor and the Faculty Liaison to discuss progress toward achieving the objective identified in the Learning Agreement.
8. Students are encouraged to begin developing a professional identity. Students who join are entitled to full rights and privileges in the National Association of Social Workers and concurrent participation in state and local chapters. While not required to join the national association, membership and participation are encouraged

9. Additional responsibilities for students participating in field education include:
 - a. participating in regular conferences with the field instructor for direction in planning, managing, and completing field assignments.
 - b. completing all field assignments identified in the Learning Agreement.
 - c. submitting weekly Field Reports (see Appendix) to the assigned Faculty Liaison.
 - d. keeping the assigned Faculty Liaison appraised of progress in the field. Students are expected to report any difficulties or concerns pertaining to their field experience.
 - e. demonstrating an ability to effectively work with and relate to peers, agency staff members, client systems, and the field instructor.

SECTION IV: UNIVERSITY POLICIES

NMU AFFIRMATIVE ACTION POLICY

Equal Opportunity at NMU

Northern Michigan University is an equal opportunity institution and an equal opportunity employer.

NMU is committed to administering all employment, admission and educational policies and practices without unlawful discrimination, according to state and federal laws. These laws and policies are intended to ensure fairness in hiring, employee relations and benefits, student admissions, the provision of student services, and workplace and classroom accommodations.

Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

In addition, Northern is committed to increasing the diversity of its faculty, staff and students.

Northern Michigan University's dean of students coordinates student-based compliance and the Human Resources Department is responsible for employment-related issues.

If you have questions, or if you believe that a violation or potential violation of state or federal non-discrimination laws has occurred, is occurring or will occur, please notify the Human Resources office at 158 Services Building, 906-227-2420, or the dean of students at 2001 C.B. Hedgcock, 906-227-1700. Mail to either office can be sent to 1401 Presque Isle Avenue, Marquette, MI 49855.

DISABILITY POLICY

Northern Michigan University is committed to providing equal opportunity in accordance with the Americans with Disabilities Act. If you have a need for a disability-related accommodations or services, please inform the Coordinator of Disability Services in the [Disability Services Office](#) at 1104 University Center (227-1737). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and university guidelines.

SEXUAL HARASSMENT & CONSENSUAL RELATIONS POLICY

INTRODUCTION

Northern Michigan University is committed to creating a work environment for all faculty and staff and a learning and living environment for all students that is fair, humane, and responsible. Such an environment supports, nurtures, and rewards faculty and staff and students on the basis of ability and work performance in their progress toward career and educational goals. Sexual harassment has no place in this environment.

Harassment on the basis of sex is discrimination in violation of Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the Michigan Elliot-Larsen Civil Rights Act. Federal and state law prohibit sex discrimination in employment and in the utilization of educational facilities and services. Sexual harassment is considered to be sex discrimination and is therefore illegal.

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or visual communication or physical conduct of a sexual nature when:

Submission to such conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment, public accommodations or public services, education, or housing.

Submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting such individual's employment, public accommodations or public services, education, or housing.

Such conduct or communication has the purpose or effect of unreasonably interfering with an individual's employment, public accommodations or public services, education, or housing; or creating an intimidating, hostile, or offensive employment, public accommodations, public services, educational, or housing environment.

SEXUAL HARASSMENT POLICY STATEMENT

Sexual harassment of any member of the University community by another member of the University community is inconsistent with the University's desire to create the best possible living, learning, and work environment, and is therefore absolutely prohibited.

EXAMPLES OF SEXUAL HARASSMENT

All members of the University community are expected to be familiar with the following list. Examples of behaviors which may constitute sexual harassment or inappropriate conduct in the University community include but are not limited to:

- Deliberate touching which does not contribute to or advance the work, service, or education activity being conducted.

- Pinching of another.
- Repeated brushing against or touching of another's body, which does not contribute to or advance the work, service, or education activity being conducted.
- Pressure or demands for a date or for sexual activity with a subordinate by a person in authority.
- Repeated requests for a date or for sexual activity which are declined.
- Pictorial or actual displays of obscenity which do not contribute to or advance the work, service, or education activity being conducted.
- Written, verbal, pictorial, or nonverbal communications of a sexual nature which do not contribute to or advance the work, service, or education activity being conducted.

UNWELCOME BEHAVIORS

The above behaviors shall be presumed unwelcome without the complainant communicating that the behavior is unwelcome.

When a complainant has communicated, either verbally or nonverbally, that a behavior of a sexual nature which does or does not appear on the above list is unwelcome, any repetition of that behavior or similar behavior will be considered unwelcome. No additional communication should be necessary for one to understand that his/her behavior is unwelcome.

UNIVERSITY ACTION

The University will promptly investigate a complaint and, where appropriate, take prompt corrective action up to and including discharge from University employment and/or expulsion. Complaints should be reported immediately but in all cases must be reported within ninety (90) calendar days of the alleged occurrence. It is a violation of University policy to intimidate, discipline, discharge, or harass any individual because she or he has filed a complaint, instituted proceedings, assisted an investigation, or formally or informally objected to sexual harassment and/or discriminatory practices. If retaliation occurs, the incident should be reported either to the Equal Opportunity Office or Human Resources (faculty and staff) or to the Dean of Students Office (students).

INFORMAL COMPLAINTS

A member of the University community who wishes to complain about sexual harassment by an employee or student of the University should take the following action:

If the alleged harasser is a faculty or staff member, the complaint should be made, orally or in writing, to the alleged harasser's unit administrator (e.g. supervisor, director,

department head), or to the Assistant to the President for Equal Opportunity, or to the Human Resources Department; or,

- If the alleged harasser is the unit administrator, the complaint should be made, orally or in writing, to the unit administrator's superior (e.g. dean, vice president, president), or to the Assistant to the President for Equal Opportunity; or to the Human Resources Department.
- If the alleged harasser is the supervisor of the complainant and the complainant is subject to a collective bargaining agreement, the grievance procedure specified in the complainant's respective bargaining agreement must be utilized.
- If the alleged harasser is a student supervisor or in an authority role (e.g. resident advisor), the complaint should be made to the Dean of Students or to the Assistant to the President for Equal Opportunity.
- If the alleged harasser is a student not in an authority role and the complainant is a student, the complaint should be made to the dean of students and shall be pursued according to the procedures outlined in the Student Code.
- Student complaints of sexual harassment that also concern grades shall be pursued according to the procedures outlined in the Student Code as well as the Sexual Harassment, Consensual Relations Policy.
- Each complaint alleging sexual harassment will be evaluated with reference to the pertinent circumstances. A complaint may be resolved informally after speaking with the complaining party and the alleged harasser. Other complaints may result in investigations, including interviews and the review of documentary material. Members of the University community are expected to cooperate in investigations of alleged sexual harassment by University officials. If the complainant is satisfied with the informal resolution attained, the case will be closed.

FORMAL COMPLAINT

If the informal complaint procedures do not provide a resolution which is satisfactory to the complainant, and the complainant desires further action, the complainant shall submit a written complaint within ten (10) calendar days of the informal resolution to the Assistant to the President for Equal Opportunity. The complaint must be signed and must specify in writing the act that the complainant alleges constitutes sexual harassment, the date and time of the act, why she/he are unsatisfied with the results of the informal process, and the remedies sought.

Within ten (10) calendar days of receipt of the written complaint, the Assistant to the President for Equal Opportunity will convene the Complaint Resolution Committee (CRC.) The Complaint Resolution Committee shall consist of one member of the alleged offender's employee group; one member of the complainant's employee group or when the complainant is a student employee, a member of the university community or the Dean of Students or designee; and either a representative from Human Resources (when

the alleged offender is a staff member) or a representative from Academic Affairs (when the alleged offender is a faculty member). Members of the Complaint Resolution Committee shall be chosen by the President.

The Complaint Resolution Committee shall review the complaint and all facts and circumstances discovered during the informal procedure to initially determine if the complaint requires further investigation, should be referred to another forum for action, or should be dismissed. If the Committee decision is to proceed, the Assistant to the President for Equal Opportunity shall notify the appropriate vice president, dean, department head, the complainant, and the alleged offender and will provide them with a copy of the complaint.

Where further investigation is required, the Assistant to the President for Equal Opportunity may consult with individuals, both inside and outside of the University, who have knowledge and expertise in matters pertinent to the complaint. These individuals may serve as consultants to the resolution process and may participate in any mediation sessions between the parties to the complaint.

At the conclusion of the investigation, the Assistant to the President for Equal Opportunity shall prepare a report containing a statement of the allegation, a list of any policy violations, and a statement of findings to the Complaint Resolution Committee. If the Complaint Resolution Committee determines that discrimination and/or inappropriate conduct or behavior has occurred, it shall submit a written report supporting these findings, along with recommendations for further action, to the President of the University. Recommendations may include but are not limited to:

- warning or official reprimands
- probation
- imposition of special duties
- suspension
- discharge from employment
- financial restitution
- change in University policy or procedure

If the Complaint Resolution Committee does not support the claim that discrimination has occurred, the case shall be dismissed.

The Assistant to the President for Equal Opportunity shall advise the complainant in writing of the Complaint Resolution Committee's determination.

CONFIDENTIALITY

The right to confidentiality, both of the complainant and of the accused, will be respected insofar as it does not interfere with the University's legal obligation or ability to

investigate allegations of misconduct when brought to its attention, and to take corrective action when it is found that misconduct has occurred.

SEXUAL HARASSMENT BY THIRD PARTIES

University students occasionally participate in NMU academic programs with or under the supervision of persons who are not University faculty or staff. If a student believes that she or he has been sexually harassed in a University academic program by an individual who is not a University employee or student, the student should report the alleged sexual harassment to the unit administrator (department head or dean) responsible for that academic program or to the Assistant to the President for Equal Opportunity.

When performing their jobs, University faculty and staff will sometimes interact with contractors, suppliers, or customers who are not University faculty, staff or students. If a University employee (including a student employee) believes that he or she has been sexually harassed within the scope of his or her employment activities by an individual who is not a University employee or student, the University employee should report the alleged sexual harassment to his or her supervisor or to the Assistant to the President for Equal Opportunity or to Human Resources.

Individuals who are not students or faculty and staff of the University are not subject to the discipline under the University's internal processes. Nonetheless, if the University determines that a third party has sexually harassed a University student in a University academic program or a University employee within the scope of her or his employment, the University will take corrective action.

FALSE COMPLAINTS

Any member of the University community who knowingly files a false complaint of sexual harassment, or who knowingly provides false information to or intentionally misleads University officials who are investigating a complaint of alleged sexual harassment, is subject to disciplinary action, up to and including discharge or expulsion.

CONSENSUAL RELATIONSHIPS

Consenting romantic and sexual relationships between faculty/staff and their students or between supervisors and their subordinates are full of the potential for exploitation. The respect and trust accorded a professor by a student or a supervisor by a subordinate, as well as the power exercised in an academic or evaluative role, make voluntary consent by the student or subordinate suspect. Even when both parties initially have consented, the development of a sexual relationship renders the faculty member or supervisor and the University vulnerable to possible later allegations of sexual harassment in light of the significant power differential that exists between faculty members and students and supervisors and subordinates. As such, romantic and sexual relationships between faculty and their student or between supervisors and their subordinate are ill-advised.

Faculty, staff, and supervisors are expected to be aware of their professional responsibilities and avoid apparent or actual conflict of interest, favoritism, or bias. When a sexual relationship exists, effective steps should be taken to ensure unbiased evaluation or supervision.

Approved by Board of Control
December 17, 1999

REPORTING RESEARCH INVOLVING HUMAN SUBJECTS POLICY

Normally, social work field instruction is not included as part of a research project. However, in the event that research is being conducted in the field placement experience, human subject regulations may apply. Please contact the Office of Research and Development for details.

Office of Research and Development

401 Cohodas

Phone: 906-227-2300

Fax: 906-227-2315

http://www.nmu.edu/grad_research/ord.htm)

The College of Graduate Studies is responsible for oversight for all grants and research conducted by employees and students at Northern Michigan University. The Dean serves as the Institutional Research Officer for the University. The Office of Research and Development administers internal grants and oversees external grants awarded to faculty, staff, and students. Within this context, two committees serve with oversight responsibilities for the protection of human or non-human subjects used in research. The Institutional Animal Care and Use Committee (IACUC) oversees all care and use protocols for animals. The Human Subjects Research Review Committee (HSRRC) oversees all protocols involving the use of human subjects in research. External grants which university faculty, staff, or students apply for must be reviewed by this office prior to submission.

SECTION V: FIELD PLACEMENT PROGRAM POLICIES

PLACEMENT ELIGIBILITY POLICY

Field placement is offered as a sequence of two courses: SW 480 Field Placement I (Fall) and SW 481 Field placement II (Winter). In order to assure enrollment in SW 480, a student must:

1. Be admitted to the advanced BSW curriculum.
2. Have successfully completed SW 370 and SW 372 prior to beginning placement.
3. File a completed application for field placement by the designated deadline.
4. Have a Social Work Program GPA of at least 2.5 prior to field placement entrance.
5. Comply with the requirements of the application process, including interviews with the field coordinator and prospective field placement agency staff.
6. Complete the placement approval process by June 15.

LIFE EXPERIENCE/EMPLOYMENT POLICY

In keeping with accreditation standards of the Council on Social Work Education, the Bachelor of Social Work Program at Northern Michigan University does not grant academic credit for life experience or previous work experience, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas of the social work curriculum.

DISCLOSURE POLICY

Students with a history of arrests or a history of academic or professional disciplinary action are not required to disclose this information to the Field Education Coordinator in the Application for Field Instruction. However, most field placement settings routinely conduct background checks on students referred for placement. Students are strongly advised to discuss such issues with the Field Coordinator during the application process. Depending on such factors as the nature, time and resolution of offenses, a criminal history may preclude field placement entirely or prevent placement in certain agencies due to agency policy, liability concerns or risk to agency clients.

LEARNING AGREEMENT POLICY

Learning Agreements (educational contracts) serve as the means of transforming the generic learning objectives of the program into specific, concrete activities and experiences for the student within the context of the field setting. Each Learning Agreement comprises a written understanding between the student and Field Instructor as to the social work program's goals and objectives for field instruction.

Although the field instructor must give approval of the Learning Agreement content, development of the plan should be a mutual responsibility of both student and field

instructor; the student is expected to participate in the process and may be expected to submit the completed agreement as an assignment for the field placement related seminar.

Following an initial orientation to the field instruction setting, each student is expected to assess learning needs with the field instructor in order to identify potential activities and assignments. The student is expected to share these learning needs with the field instructor who, with the knowledge of the agency and available opportunities, can develop a personalized plan for learning. Tasks and activities should be structured according to the twelve objective areas that are included in the Learning Agreement Form. (Note: Some activities and tasks will serve multiple objectives.)

Learning agreements are to be signed by both the student and Field Instructor and submitted to the field seminar instructor and the field placement coordinator by the due date indicated on the field seminar syllabus (usually around October 1). The seminar instructor or field coordinator may suggest modification to strengthen the document or recommend that portions of the agreement be reformulated prior to final approval. The field coordinator copy of the Learning Agreement becomes part of the student's record and is required along with the written evaluation in order to receive a satisfactory grade for the course.

At the time of the first semester performance evaluation, the initial Learning Agreement should be revised based upon objectives for the second semester learning as well as the learning needs identified during the first semester.

STUDENT EVALUATION POLICY

The purpose of student evaluation is to determine achievement of the social work program's educational goals and field instruction objectives, and to identify assignments and activities that will address areas requiring future attention. Ideally, performance evaluation will be an ongoing process that occurs between the Field Instructor and the student.

The first formal evaluation occurs mid-year at the end of the Fall Semester. The Field Coordinator will send the evaluation instrument, directions for completing the evaluation, and other necessary documentation to Field Instructors. The Field Instructor and the student are encouraged to have an evaluation conference to discuss the student's performance and to complete the evaluation instrument. The faculty liaison will make arrangements to meet with the field instructor and the student to review the formal evaluation prior to the assignment of grades. The actual assignment of a grade for field education is the responsibility of the instructor of record (typically the NMU field placement coordinator). Upon review of the student's performance at mid-year, the Learning Agreement may be modified based on the more complete understanding of student learning needs and a reappraisal of assignments and tasks that will be available within the agency.

The final formal evaluation is due by the end of the last week of classes. The Field Coordinator will notify field instructors of the exact date. The Field Coordinator will send the final evaluation instrument, directions for completing the evaluation, and other necessary documentation to field instructors. The final evaluation will be prepared by the field instructor, discussed with the student, and again discussed by both at a final meeting with the faculty liaison. The final evaluation form will be submitted to the faculty liaison.

All evaluation forms are to be signed by both the student and field instructor. The student's signature indicates that the student has read the evaluation, but does not necessarily imply agreement. The program reserves the right to withhold a grade until the evaluation is properly signed.

Evaluation reports submitted to the social work program are the property of the university and may not be released by the field instructor/agency to others for any reason. The social work program may release these reports only with the written permission of the student. In preparing general letters of reference formally requested by the student, school officials may incorporate evaluation materials only if appropriate releases are present.

GRADING POLICY

The field placement courses, SW 480 and SW 481, are graded "S" (Satisfactory) or "U" (Unsatisfactory). A passing grade must be achieved in the first semester for the student to proceed to the next required sequential course.

A grade of "I" (Incomplete) is intended only for situations where circumstances such as illness or emergency prevent the student from completing work within the normal semester time frame. It is not employed for poor or irresponsible performance. A grade of "I" is only entered with the stipulation that the student make up the required, deficit work within a designated time period.

Grading is the responsibility of the NMU faculty member who is assigned as the instructor of record for the course (Field Liaison). The grade is based on the student's overall demonstration of performance and preparedness for entry level social work practice. The faculty instructor bases the grade on the field instructor's written evaluation, consultations with the field instructor and student, weekly student log reports, and the Faculty Liaison's assessment of student's satisfactory performance in achieving the goals of field education.

Minimum requirements for a grade of "Satisfactory" include:

1. Completion of a satisfactory learning agreement assignment approved by the assigned NMU Field Liaison/Coordinator by the deadline date.
2. Timely submission of accepted weekly field reports to the Field Placement Liaison/Coordinator. (More than 3 unsatisfactory reports is grounds for a grade of Unsatisfactory.)
3. Approval of the field evaluation form submitted to the NMU Field Coordinator by agency field instructor.

GRIEVANCE POLICY

Upon the discretion of the Coordinator of Field Education, the steps outlined below can be bypassed and taken directly to the Social Work Program Director for resolution.

1. The student shall discuss the problem or issue directly with Field Instructor. Efforts to resolve any problem or difficulty should normally be handled within the agency before contacting the Faculty Liaison.
2. If the issue cannot be resolved, the student should discuss the problem with the Faculty Liaison and if necessary, a meeting between the student, the Field Instructor, and the Faculty Liaison shall be held.
3. If a satisfactory resolution is not reached, the matter will be referred to the Coordinator of Field Education.

TERMINATION OF FIELD PLACEMENT POLICY

When a student fails to maintain satisfactory performance in concurrent, required Social Work courses, or demonstrates unsatisfactory performance at the field education site, termination from field education may be necessary. (See "Reassignment" for situations where the student is able to meet performance requirements but the placement has become unacceptable or is no longer available.) The Field Coordinator should be informed of each step in the following procedure:

1. Discussion of the situation among the parties involved: the student, the Field Instructor and/or the Faculty Liaison.
2. The Faculty Liaison will schedule separate conferences with all parties to discuss the circumstances around the consideration of termination.
3. The Faculty Liaison may schedule a joint conference with the student and the Field Instructor to discuss and attempt to resolve the issue(s) and/or arrange for the student's termination from the agency placement.

Termination of placement due to unsatisfactory field performance results in a grade of "U."

FIELD PLACEMENT REASSIGNMENT POLICY

The Field Placement Coordinator makes the final decision regarding the need to replace a student. This action will involve consultation with the Field Liaison and agency field instructor. Reassignment, after the semester has begun, will require the following steps:

- 1) The Faculty Liaison is contacted by either the student or the Field Instructor.
- 2) The Field Placement Coordinator must be informed of the situation, preferably by the Faculty Liaison.
- 3) In the event that a student is requesting replacement, a written statement must be submitted to the Field Placement Coordinator before action is taken. This letter should include:
 - a) reasons for the request;
 - b) ways in which learning needs are not being met; and
 - c) attempts that have been made to resolve the problem/s.
- 4) Reassignment is a last resort. Problem resolution and the exploration of other options are considered before approving reassignment.
- 5) The student is expected to return to the agency and terminate appropriately under the direction of the field instructor before beginning a new placement.

FIELD PLACEMENT IN EMPLOYMENT SETTING POLICY

The field placement experience is intended to provide an opportunity to engage in a structured learning situation for the purpose of acquiring knowledge and skills. Students may on occasion seek a field placement in an agency in which they are employed. The Council on Social Work Education's Program Standards do not preclude such a placement; however, a student cannot apply their paid employment experience toward the requirements for field education.

A student may complete a field placement in an agency where that student is employed if the work assignment is different from the student's regular job and it can be assured that the student will have sufficient opportunity to complete course assignments and learning objectives associated with placement. The agency and student must complete the applications for field practicum in place of employment and may also be required to provide additional information for a final determination to be made.

Occasionally, students are hired by the agency in which they are completing field placement prior to the completion of the field placement semester. Prior approval should be obtained from the Field Placement Coordinator to assure that learning objectives will be completed under this arrangement.

LIABILITY POLICY

General and Professional Liability Protection

The NMU comprehensive liability policies provide coverage for university faculty, staff and employees while acting within the scope of their duties as university employees. Students are also covered while they are engaged in university approved academic programs, including field instruction administered by the social work program. Field instruction agencies may require students to acquire additional liability insurance at the students' personal expense; however, this step is seldom necessary and should only be undertaken with review by the [NMU Risk Manager](#). Additional questions concerning liability protection for university employees or students engaged in an educational program should be directed to the Office of Risk Management and Insurance, 136 Services Building, Northern Michigan University. Phone: (906) 227-2745.

EMPLOYEE/MANAGEMENT CONFLICT POLICY

The social work program recognizes the right of employees to unionize. We understand that because they are also employees, professional social workers may choose to join unions, and at times may elect to strike.

The field placement has both an educational and service delivery component. Students may be vulnerable in their dual role as interns and service delivery providers. The social work program suggests that, in the event of conflict around management and employee relations in agencies hosting students the following guidelines be used. The guidelines in no way represent any position of support or non-support of any side in any conflict. They are designed solely to support the educational needs of students in field instruction.

Procedural Guidelines

It is the responsibility of the agency to inform the Field Liaison or the Field Placement Coordinator of any administrative changes related to the agency's agreement with the social work program. The social work program maintains that any conflict with employee organizations and/or collective bargaining can affect the agreement with the social work program. Once reported, the situation will be reviewed by the appropriate agency personnel, and the Field Placement Coordinator.. The review focus shall be to determine if the educational needs of the student are affected. A student may be re-assigned to another setting in the event that field placement activities cannot be completed in a timely manner.

CLIENT TRANSPORT POLICY

The social work program prohibits students from transporting clients in their personal vehicles as part of their requirements for field education. This is done to insure the safety of the client and to reduce the liability of the student.

In the event that client transportation in personal vehicles is deemed essential to the placement experience, the agency must consult with the Field Placement Coordinator and the [NMU Risk Manager](#) in order to consider possible options.

If the student is an employee of the agency in which he/she is completing the practicum, and would otherwise be required to transport clients as part of their employment, this policy will be superseded by the agency's policy.

APPENDIX 1: FIELD AGENCY FORMS

NOTE: In some cases forms in this section have been re-sized in order to conform to print requirements of the manual. Please do not copy for actual use. Use forms supplied by the NMU Social Work Program. Forms may also be downloaded from the Social Work Website:

(<http://www.nmu.edu/socialwork>).

Students who are enrolled in placement may access forms through WebCT for SW 480 and SW 481.

FIELD INSTRUCTION AFFILITION AGREEMENT

**Northern Michigan University
Social Work Program**

This AGREEMENT is entered into this _____ day of _____, 20__, by and between

(name of Sponsor)

(address of Sponsor)

hereinafter referred to as AGENCY and THE BOARD OF TRUSTEES OF NORTHERN MICHIGAN UNIVERSITY, hereinafter referred to as the UNIVERSITY.

WHEREAS, the UNIVERSITY has curricula in Social Work, which require that enrolled students receive field experience as a part of their professional preparation, the UNIVERSITY therefore wishes to enter into an arrangement with the AGENCY whereby students enrolled in these curricula may receive field experience. The AGENCY has an interest in and the resources for providing field experience for UNIVERSITY students in Social Work.

IT IS THEREFORE AGREED that this Affiliation Agreement, hereinafter referred to as "Agreement," shall set forth the terms and conditions which will govern the field experience of University students at the AGENCY.

The UNIVERSITY, in consideration of benefits received, shall:

1. Plan and administer, in consultation with the representatives of the AGENCY, the educational program for its students assigned to the AGENCY.
2. Provide the AGENCY with its overall plan for the placement of students at the AGENCY at least one month prior to the commencement of the academic term. The Plan shall include, as a minimum, the objectives of the academic plan, the number of students to be assigned, the dates and times of assignment, and the level of each student's academic preparation. The UNIVERSITY shall consider any modification necessary to accomplish the reasonable requirements of the AGENCY.
3. Provide the names of students as soon as possible after registration for each semester, but no later than one month prior to the beginning of the placement at the AGENCY.

4. Provide adequate pre-placement instruction to each student in accordance with standards agreeable to both parties and present for placement only those students who have satisfactorily completed the pre-placement instructional program.
5. Instruct its students submitted for placement with regard to general regulations and procedures which the parties have agreed are necessary, including those regulations regarding:
 - a. Confidentiality of student, client and AGENCY records and information.
 - b. Authority of AGENCY staff over client services.
6. Maintain all education records and reports relating to the educational program of its students and to comply with all applicable statutes, rules and regulations respecting the maintenance of and release of information from such records. The AGENCY shall have no responsibility regarding such records and shall refer all requests regarding such information to the UNIVERSITY.
7. Suggest to each student submitted for placement that they have in force health insurance policies. The UNIVERSITY shall inform each student of the importance of maintaining in force such a policy to defray the cost of hospital and medical care that might be sustained during the period of placement. The UNIVERSITY shall also inform each student of the potential monetary liability the student might incur as a result of failure to maintain sufficient coverage

The AGENCY, in consideration of benefits received, shall:

1. Plan and administer all aspects of client services, at its facilities. The AGENCY has primary and ultimate responsibility for the quality of client service and as such, AGENCY staff has final responsibility, authority and supervision over all aspects of client services. UNIVERSITY students and faculty shall at all times abide by such supervision.
2. Provide qualified supervision of students during their placement. AGENCY supervisory employees may, in an emergency or based upon applicable standards of client service temporarily relieve a student from a particular assignment or require that a student leave an area or department pending a final determination of the student's future status by the parties.
3. Cooperate with the UNIVERSITY in the planning and conduct of the students' placement in order that the placement may be appropriate to the UNIVERSITY's educational objectives.
4. Make available to students the use of its cafeteria, conference rooms, dressing or locker rooms, library or any other appropriate facilities as available and required by the educational program without charge, except for food consumed by the student.

5. Provide the UNIVERSITY with all rules, regulations, procedures and information necessary for pre-placement instruction no later than 2 months prior to start of placement.
6. The AGENCY shall:
 - a. Have the authority to refuse any student who has previously been discharged for cause, relieved of responsibilities for cause or who would not be eligible for AGENCY employment. The AGENCY shall notify the UNIVERSITY of its refusal to accept a student and its reasons for doing so in writing.
 - b. Have the authority to request the withdrawal of any student from the program for reasonable cause related to the need for maintaining an acceptable level of client services and the UNIVERSITY shall immediately comply with the request. The request shall be in writing and shall state the reason for the request.
 - c. In the event the UNIVERSITY does not agree with the AGENCY's refusal to accept a student or request for withdrawal, it shall provide the AGENCY with a written statement setting forth the reasons for any such disagreement within ten working days after receipt of the written notice.
 - d. Defend, indemnify and hold the UNIVERSITY harmless from any and all claims and costs arising from the AGENCY's request for the withdrawal of or refusal to accept any student to which the UNIVERSITY provided its timely written statement of disagreement, provided that the AGENCY is determined by any court or administrative agency of competent jurisdiction to have acted in an unlawful manner in refusing to accept or requesting the withdrawal of a student; and further provided that the UNIVERSITY shall promptly notify the AGENCY of any such claim, provide the AGENCY with an opportunity to defend, and provide the AGENCY with all reasonable assistance, except financial, in making such defense. No settlement of any such claim as it relates to the UNIVERSITY shall be effected without the consent of the AGENCY.

THE PARTIES MUTUALLY acknowledge and agree as follows:

1. The students assigned to this field experience should be considered students and not employees of either party and thus are not covered by the AGENCY or UNIVERSITY for purposes of compensation, fringe benefits, workers' compensation, unemployment compensation, minimum wage laws, income tax withholding, social security or any other purpose, because of their participation in the educational program. Each student is placed with the AGENCY to receive field experience as a part of his or her academic curriculum; those duties performed by a student are not performed as an employee, but in fulfillment of these academic requirements and are performed under supervision. At no time shall students replace or substitute for any employee of the AGENCY. This provision shall not be deemed to prohibit the employment of any such student by either party under a separate employment agreement. The UNIVERSITY shall

notify each student of the contents of this paragraph

2. Each party agrees to comply with and to be separately responsible for compliance with all laws, including anti-discrimination laws, which may be applicable to their respective activities under this program. Both parties promise not to discriminate illegally in employment because of race, color, religion, national origin, age, sex, height, weight or marital status.
3. Both Parties agree to maintain Comprehensive General Liability Insurance which covers employees and students whenever the liability might exist. A Certificate of Insurance will be furnished to the other party, on request, indicating effective coverage and liability limits.
4. Both Parties acknowledged that the program provided hereunder is mutually beneficial—, however, the UNIVERSITY will pay AGENCY up to \$100 per student in recognition of AGENCY’S assistance. The parties shall cooperate in administering this program in a manner that will tend to maximize the mutual benefits provided to the UNIVERSITY and AGENCY.
5. No provision of this Agreement shall prevent any client from requesting not to be a teaching or prevent any member of the AGENCY staff from designating any client
6. This Agreement is intended solely for the mutual benefit of the parties hereto, and there is no intention, express or otherwise, to create any rights or interests for any party or person other than the AGENCY and the UNIVERSITY; without limiting the generality of the foregoing, no rights are intended to be created for any client, student, parent or guardian of any student, employer or prospective employer of any student.
7. In the performance of their respective duties and obligations under this Agreement, each party is an independent contractor, and neither is the agent, employee or servant of the other, and each is responsible only for its own conduct.
8. Any and all notices given under this Agreement shall be directed to:

AGENCY:

| | |
|------------------|--|
| Name | |
| Title | |
| Business address | |
| Phone | |

UNIVERSITY:

| | |
|------------------|--|
| Name | Cornell DeJong |
| Title | Social Work Field Placement Coordinator |
| Business address | Department of Sociology and Social Work Northern Michigan University Marquette, MI 49855 |
| Phone | (906) 227-2842 |

9. This Agreement shall become effective as of _____, and shall continue thereafter until terminated by either party upon forty-five (45) days written notice of termination provided, however, that students then receiving instruction in any program shall be given an opportunity to complete the full program during that instructional period.
10. This Agreement constitutes the entire agreement between the parties, and all prior discussions, agreements and understandings, whether verbal or in writing, are hereby merged into this Agreement.
11. No amendment or modification to this Agreement, including any amendment or modification of this paragraph, shall be effective unless in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

AGENCY

UNIVERSITY

By _____

By _____

Title

James W. Bradley
Manager, Risk and Insurance

FIELD AGENCY STUDENT ACCEPTANCE FORM

| | |
|--------------------------------------|--|
| Agency Representative | |
| Program Unit/Organization | |
| Address | |
| City/State/Zip | |
| Phone | |
| Fax | |
| Email | |

| | |
|-------|--|
| DATE: | |
|-------|--|

| | |
|---------------|--|
| Student name: | |
|---------------|--|

In consideration for a field education internship, our agency interviewed the above named student on . Our agency has decided to:

Accept: Not accept: (Check One)

this student for field education.

(Signature of Agency Representative)

| | |
|--|---|
| <p>Send completed form to: Social Work Field Placement Coordinator Department of Sociology and Social Work NMU Marquette MI 49855</p> | <p>Fax: (906) 227-1212 E-mail: cdejong@nmu.edu</p> |
|--|---|

AGENCY/ORGANIZATIONAL INFORMATION

**NORTHERN MICHIGAN UNIVERSITY
SOCIAL WORK PROGRAM
AGENCY DATA FORM**

Person completing this form:

| | |
|-------|--|
| Name | |
| Title | |
| Phone | |
| Fax | |
| Email | |

| | | | |
|--------------------------------------|--|--|--|
| Agency Name: | | | |
| Sub Unit/Program Name (if any) | | | |
| Address 1 | | | |
| Address 2 | | | |
| City/Ste/Zip | | | |
| Name / Title of Agency Director | | | |
| Name / Title of Unit Manager | | | |
| Agency Federal ID # (for Honorarium) | | | |

Some organizations prefer that the Field Coordinator contact prospective field instructors directly when planning field placements; other organizations prefer that plans be initiated through a designated staff person.

What is the preference of this organization?

- Contact prospective field instructors directly
- All placements coordinated through designated staff person

| | |
|-------|--|
| Name | |
| Title | |
| Phone | |
| Fax | |
| Email | |

Accredited BSW programs are designed to prepare students to function as social work generalists; this means that they have skills to work directly with individuals, but can also work with families, groups and community systems. Generalists must also be able to work with a diverse population in terms of culture, age, and presenting problems. No organization can be expected to address every issue, but answering the following items will help us match the agency's resources to the student's needs.

Please rate the capacity of this organization to provide a field placement experience that includes:

| Area | Definite opportunity | Some opportunity | Not available |
|--|-----------------------------|-------------------------|----------------------|
| Direct service to individuals | | | |
| Direct service to families | | | |
| Lead/assist in group work with service users | | | |
| Community practice | | | |
| Case management | | | |
| Administration/management of social program | | | |
| Community prevention/education | | | |
| Other 1: (please describe) | | | |
| Other 2: (please describe) | | | |

| Client/Service User Population Characteristics | Definite opportunity | Some opportunity | Not available |
|---|-----------------------------|-------------------------|----------------------|
| Pre-school children | | | |
| Children (5 – 12) | | | |
| Youth (13 – 18) | | | |
| Adults | | | |
| Elderly | | | |
| Ethnic/cultural minorities | | | |
| Men | | | |
| Women | | | |
| Other 1: (please describe) | | | |
| Other 2: (please describe) | | | |

| Agency/Program Focus | Definite opportunity | Some opportunity | Not available |
|-------------------------------|-----------------------------|-------------------------|----------------------|
| Mental Illness | | | |
| Developmental Disability | | | |
| Emotional/behavioral problems | | | |
| Health care | | | |
| Residential care | | | |
| Domestic Violence | | | |
| Child abuse/neglect | | | |

| | | | |
|------------------------------|--|--|--|
| Juvenile delinquency | | | |
| Adult criminal justice | | | |
| Substance Abuse/Addictions | | | |
| School/education | | | |
| Employment/vocation training | | | |
| Other 1: (please describe) | | | |
| Other 2: (please describe) | | | |

| Practice Activities Available | Definite opportunity | Some opportunity | Not available |
|--|-----------------------------|-------------------------|----------------------|
| Individual interviewing | | | |
| Group sessions | | | |
| Home visits | | | |
| Case conference/team meetings | | | |
| Client/service user assessment writing | | | |
| Treatment/intervention plan writing | | | |
| Case review/evaluation | | | |
| Referral /discharge planning | | | |
| Formal group presentations | | | |
| Grant/proposal preparation | | | |
| Program development | | | |
| Staff meetings | | | |
| Other 1: (please describe) | | | |
| Other 2: (please describe) | | | |

Placement Special considerations

This agency/program:

1. Can accommodate evening/weekend student hours. YES NO
2. Requires student evening/weekend hours? YES NO
3. Requires the use of a car? YES NO
4. Offers mileage for placement connected travel? YES NO
5. Requires a valid Michigan driver's license? YES NO
6. Requires special insurance coverage? YES NO
7. Requires special immunizations YES NO
8. Requires special health screening? YES NO
9. Requires LEIN (arrest information)screening YES NO

FIELD INSTRUCTOR DATA FORM

NORTHERN MICHIGAN UNIVERSITY
Social Work Program

A copy of this form should be completed for each agency staff person who will be the designated field instructor for one or more students. (Although other staff may work with a student from time to time, this individual will be the designated individual who will develop the learning agreement, sign the evaluation form and communicate with the NMU Field Liaison about the student's progress.)

Date:

| | | | |
|---|--------------------------|-----|-----------------------------|
| Name: (First, M.I. Last) | | | |
| Title | | | |
| Address 1 | | | |
| Address 2 | | | |
| City State Zip | | | |
| Phone | | | |
| Fax | | | |
| E-mail | | | |
| MSW Degree | <input type="checkbox"/> | Yes | <input type="checkbox"/> No |
| BSW Degree | <input type="checkbox"/> | Yes | <input type="checkbox"/> No |
| Other Degree 1 (specify) | | | |
| Other Degree 2 (specify) | | | |
| Years of social work/human service experience | | | |

FIELD INSTRUCTOR RATING OF STUDENT PERFORMANCE

Directions:

This survey is to be used by field instructors to document the student's performance in meeting the objectives of Social Work Field Placement over the past semester. There are ten general competency areas specified for the program. These correspond to the sections of the student's learning agreement that was developed during the first semester. For each competency there are one or more items to rate.

Identification Data

Student Name

Student Last Name

Student First Name

Student e-mail address:

Semester

- Fall
- Winter
- Summer

Year

Agency /Organization Name and Address

Agency Name

Address 1

Address 2

City

State

Zip Code

Primary Field Instructor (Most students have one field instructor who is the contact person with NMU and designated by the field agency as responsible for the placement. If the student works with other staff as part of the placement and they participate in the evaluation, they can be listed below.)

Field Instructor Last Name

Field Instructor First name

Field Instructor Phone number

Field Instructor email address.

e-mail address:

Which of the following educational degrees does the field instructor hold (check all that apply).

- PhD
- MSW
- BSW
- Other Masters Degree
- Other Bachelors Degree (specify major)

If other staff in addition to the primary field instructor participate in evaluating the student, please list them here:

Person 1

Person 2

Person 3

Approximately how many total hours of field instruction has the student completed through this term? (About 200 by mid-year is typical and a minimum of 400 is required for the total placement.) Select your choice and enter the actual number of hours in the relevant box.

- less than 200
- over 200 but less than 400
- 400 or more

Rating of Student Performance

The following items correspond to social worker "competencies" as identified by the Council on Social Work Education. There are 10 competencies that social work education programs must address. Not all of these are necessarily addressed in each field placement or each semester. If a particular item did not apply to this placement during the evaluation period, use the "Not Applicable" (NA) column. Please apply the following approximate rating scale to the items below. Remember, this is not Lake Wobegone.

All of our students are not above average and even exceptional students perform better in some areas than others. NMU assigns the final grade for field instruction; it is an "S" or a "U". The primary purpose of the ratings is to serve as a mechanism for discussion with the student about performance and means of identifying ways to improve performance.

F: Unacceptable-- The student does not perform in this area or performs very badly. A serious concern.

D: Poor--Performance is weak or sporadic and needs much improvement.

C: OK--Student meets basic expectations for acceptable performance with room for correction/improvement

B: Good--Consistently performs well; room for minor improvement, but overall solid performance.

A: Outstanding--Performance is well above that expected from a BSW level student.

Competency 1:

Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Rate the student's demonstrated mastery of Competency 1:

| | F | D | C | B | A | NA |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Advocates for client access to the services of social work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Practices personal reflection and self-correction to assure continual professional development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Attends to professional roles and boundaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Demonstrates professional demeanor in behavior, appearance, and communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Prepares for supervisory time with field instructor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Accepts and uses feedback on performance well | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Assertively identifies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Rate the student's Rate the student's demonstrated mastery of Competency 1:

| | F | D | C | B | A | NA |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| learning needs and placement concerns | | | | | | |
| h. Follows supervisory procedure (chain of command) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Makes effective use of other staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Shows good judgment in working independently or seeking consultation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Competency 2:

Social Workers must apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Rate the student's Rate the student's demonstrated mastery of competency 2:

| | F | D | C | B | A | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Recognizes and manages personal values in a way that allows professional values to guide practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics Principles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Tolerates ambiguity in resolving ethical conflicts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Applies strategies of ethical reasoning to arrive at principled decisions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Demonstrates awareness of ethical issues that arise in placement activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Follows agency procedures about confidentiality and client rights | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Competency 3.

Social workers must apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Rate the student's demonstrated mastery of competency 3:

| | F | D | C | B | A | NA |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Analyzes models of assessment, prevention, intervention, and evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Competency 4 .

Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Rate the student's Rate the student's demonstrated mastery of competency 4:

| | F | D | C | B | A | NA |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Recognizes and communicates his/her understanding of the importance of difference in shaping life experiences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Views self as a learner and engages those with whom they work as informants. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Competency 5:

Advance human rights and social and economic justice. All people have basic human rights, such as freedom, safety, privacy, health care, and education. Social workers recognize the global connections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Rate the student's demonstrated mastery of Competency 5:

| | F | D | C | B | A | NA |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Understands the forms and mechanisms of oppression and discrimination and applies strategies of advocacy and social change that advance social and economic justice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Advocates for human rights and social and economic justice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Engages in practices that advance social and economic justice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Competency 6:

Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers: comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Rate the student's demonstrated mastery of Competency 6:

| | F | D | C | B | A | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Uses practice experience to inform scientific inquiry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Uses research evidence to inform practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Competency 7:

Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Rate the student's Rate the student's demonstrated mastery of Competency 7:

| | F | D | C | B | A | NA |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Critiques and applies knowledge to understand person and environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Competency 8:

Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Rate the student's Rate the student's demonstrated mastery of Competency 8:

| | F | D | C | B | A | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Analyzes, formulates, and advocates for policies that advance social well-being. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Collaborates with colleagues and clients for effective policy action. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Competency 9:

Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Rate the student's demonstrated mastery of Competency 9:

| | F | D | C | B | A | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Participates in promoting sustainable changes in service delivery and practice to improve the quality of social services. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Competency 10(a)–(d):

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Rate the student's Rate the student's demonstrated mastery of Competency **10(a)**—
Engagement

| | F | D | C | B | A | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Uses empathy and other interpersonal skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Develops a mutually agreed-on focus of work and desired outcomes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Rate the student's Rate the student's demonstrated mastery of Competency **10(b)**—
Assessment.

| | F | D | C | B | A | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Collects, organizes, and interprets client data | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Assesses client strengths and limitations; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Develops mutually agreed-on intervention goals and objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Selects appropriate intervention strategies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Rate the student's Rate the student's demonstrated mastery of Competency **10(c)—
Intervention.**

| | F | D | C | B | A | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Initiates actions to achieve organizational goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Implements preventions & interventions that enhance client capacities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Helps clients resolve problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Negotiates, mediates, and advocates for clients | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Facilitates transitions and endings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Rate the student's Rate the student's demonstrated mastery of Competency **10(d)—
Evaluation.**

| | F | D | C | B | A | NA |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Critically analyzes, monitors, and evaluates interventions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

In addition to the competencies addressed above, students should demonstrate the qualities of a potential employee. Please rate the student's performance on each of the following topics:

| | F | D | C | B | A | NA |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Reliable and dependable in being available for placement activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Demonstrates personal initiative in seeking out learning opportunities and work to do. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Follows through and completes tasks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Demonstrates that field placement is a high priority and values the learning opportunity that the field setting provides. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Responds effectively to supervision and direction from staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SITE SPECIFIC DATA: The field instructor should comment here on any skills and/or experiences which are specific to this particular agency and not addressed by the evaluation form.

SUMMARY OF OVERALL PERFORMANCE BY THE STUDENT: The field instructor is requested to make any additional comments here concerning the overall performance of the student. The field instructor may identify areas where improvement is needed and note any special achievements or skills that should be recognized.

This concludes the SW 480/81 Senior Field Placement evaluation of student performance. Upon submission, a copy of the completed evaluation form data will be e-mailed to the email addresses that you specified for field instructor and for student.

Please check to be sure that the e-mail is not routed to "Junk" mail. If you experience problems with the evaluation system, please contact the field coordinator at cdejong@nmu.edu or phone (906) 227-2842.

Thank you very much for participating in the NMU BSW Field Instruction Program.

APPENDIX 2: STUDENT FORMS

NOTE: In some cases forms in this section have been re-sized in order to conform to print requirements of the manual. Please do not copy for actual use. Use forms supplied by the NMU Social Work Program. Forms may also be downloaded from the Field Placement Web Site:

(<http://www.nmu.edu/socialwork>).

Students who are enrolled in placement may access forms through WebCT for SW 480 and SW 481.

**APPLICATION FOR FIELD INSTRUCTION
(January 2008)**

Directions:

Note: This form is for illustration purposes only. The actual application information is collected via an online survey. Applicants will be given a URL (web address) to access the survey during the application period (typically January-February of each academic year).

Personal Information: Please provide the following information. Note: Although the goal is to have all placements established prior to the end of the Winter Semester, it is often necessary to contact students about placement matters during the summer months. If you do not use your NMU email address during the summer, you can easily arrange to have NMU email forwarded to another address. See Academic Computing for details. You are responsible for obtaining field placement information.

Student placement and/or employment in Social Work agencies generally stipulates that applicants possess good moral character, strong judgment, and the ability to successfully pass the rigors of a background investigation and a criminal history check. It is not the policy of Northern Michigan University's Social Work Program to validate or ensure these prerequisite qualities in our majors. Each student is therefore advised that social service agencies may perform background investigations on students who wish to become involved in internships, field instruction or other activities that bring a student in close contact with agency information and service users. Additionally, students who may be employed in social service agencies and/or applying for social work licensure/certification, may be required to undergo criminal background checks. The nature and scope of the background investigation is the prerogative of the specific agency and is ordinarily subject to the consent of the applicant. Lack of consent would ordinarily remove an individual from placement consideration. Additional information in this regard is available to you by speaking with your academic advisor or BSW Program Director.

| | |
|-----------------------------|------------|
| LAST NAME | |
| FIRST NAME | |
| MIDDLE NAME | |
| LOCAL ADDRESS | |
| CITY / STATE / ZIP | |
| PERMANENT ADDRESS | |
| CITY / STATE / ZIP | |
| LOCAL TELEPHONE | |
| PERMANENT TELEPHONE | |
| SUMMER TELEPHONE | |
| NMU E-MAIL | |
| PERMANENT E-MAIL | |
| VALID MICH DRIVERS LICENSE | NO ☹ YES ☺ |
| CAR AVAILABLE FOR PLACEMENT | NO ☹ YES ☺ |
| | |

PREFERENCES FOR PLACEMENT LOCATION

Please identify any geographic preference for field placement. [Note: Students who are placed outside of the immediate Marquette area are given preference for having all classes on one day. Generally, there are more choices in communities outside of Marquette]

| Location | Prefer | Acceptable | No |
|-----------------------------------|--------------------------|--------------------------|--------------------------|
| Marquette | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ishpeming/Neguanee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Escanaba/Gladstone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Menominee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Iron Mountain/Kingsford | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| West Iron County | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sault St. Marie (Eastern U.P.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Manistique/Newberry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Munising | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Houghton/Hancock (Copper Country) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ironwood (Western U.P.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PLACEMENT SETTING INTERESTS

Identify three general practice settings that you think are of interest to you and explain why. Type your response in the box below. It will expand as you type.

PLACEMENT POPULATION INTEREST

Identify the client population(s) with whom you would like to work E.g. families and children, the aged, substance abusers, etc. Explain if you have any special experience or qualities to prepare you for working with this population.

AGENCY LIST

Students are not expected to locate their own placements; however, you may be aware of one or more specific organizations where you think that you would like to be placed. If so, please list the organization(s) below. Provide the name and phone number of a contact person if you have that information.

| Organization | Contact Person | phone |
|--------------|----------------|-------|
| | | |

PLACEMENT RESTRICTIONS

Are there any organizations where you should not be placed? Please identify the organization(s). You can discuss the concerns with the Field Placement Coordinator. For example, some agencies prefer not to offer placements to current or former clients. Students would not be placed under supervision of a friend or family member.

Attach a Current Resume as a separate file

The resume should include, at a minimum, Personal Information (Name, address, phone, email, etc.), Educational Background, Human Service Employment Experience, and Volunteer Experience. Length: 1 – 2 pages. Your resume will be shared with prospective field agencies.

Attach a Cover Letter as a separate file

This cover letter should be addressed “To Whom It May Concern”. This cover letter will be used as an introduction by you to the field agency and will accompany your field application materials. This cover letter should provide a short explanation of your goals and objectives for field education. You should also briefly address your short-term and long-term career goals. Your cover letter will be shared with field placement agencies.

CONSENT TO RELEASE INFORMATION

Due to the Family Educational Rights and Privacy Act, Northern Michigan University and individual faculty members are prohibited from releasing information concerning your academic record. Your academic record includes your field application materials. As part of the placement process, we will forward your field placement application materials to your potential field instructor. The information included in your field placement application provides background information about you which is helpful to the field instructor in preparing for your personal interview. Without a written release authorization, we are unable to provide the agency with additional information on your previous experience(s).

This release does not include your personal admission statement to the social work program, any personal references, or your transcripts.

Please sign this form and return it with your field application materials. Your signature on this form will indicate your willingness to have these application materials sent to potential field instructors.

I grant permission to Northern Michigan University and the Social Work Program to release a copy of my field application materials to agency staff for the purposes of arranging my field placement. This release extends to all agencies which might be considered appropriate for my field placement experience.

(Print Name)

(Signature)

(Date)

LEARNING AGREEMENT

SW 480/481 Field Placement Learning Agreement (Effective Fall 2010)

Learning agreements are a requirement of the field instruction course and serve as a guide to individualizing the goals and outcome objectives for each student. Each document comprises the written understanding between student and field instructor as to the Social Work Program's goals and outcome objectives for the instruction course. Each student will need to begin the development of their learning agreement by conducting a self-assessment with respect to what they believe their own learning needs might be. With this in mind, the student, along with the field instructor, then develops a personalized plan for learning, integrating the program's curriculum, the specific learning needs, and the opportunities available at the agency.

DIRECTIONS: *(To be carried out by field instructor and student)*

| | |
|--------------------------------|---|
| Step one: | Review the ten BSW program competencies in Section I |
| Step two: | Student and field instructor develop assignments, tasks and activities to address each specific objective or sub-objective that is included under the ten areas. |
| Step three: | In Section II, record all the tasks/activities in the Learning Agreement outline form. This document is your learning agreement. |
| Step four: | Student and field instructor review, and sign the learning agreement. The initial draft of the learning agreement is submitted BOTH to the NMU Field Instruction Coordinator and to the instructor for SW 473 Integrative Seminar by the due date indicated in the field instruction calendar |
| Step five: | The Learning Agreement is a graded assignment for SW 473. The Field Coordinator is available to provide consultation to the student and field instructor on developing the agreement. The NMU Field Liaison reviews and approves the learning agreement. Developing an acceptable Learning Agreement by the due date is a requirement for a satisfactory grade in SW 480 Field Placement. |
| Step six: | Student and Field instructor review the learning agreement over the course of the Fall Semester. The Learning Agreement is for the entire academic year. It is recommended that the Field Instructor and student review the agreement at the time of the Fall Term evaluation and make adjustments based on student performance and field agency circumstances. The Field Coordinator should be informed of major changes. |
| Note about dates column | For each identified task/activity, a target date should be specified for completion or review of progress. For some activities, a specific date is known. For many activities, the target date is a judgment call for a reasonable point in time to review progress. |

Section I: Competency Description

| Performance Competency | Practice Behaviors |
|--|--|
| <p>1. Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.</p> | <p>Social Workers:</p> <ol style="list-style-type: none"> a. advocate for client access to the services of social work; b. practice personal reflection and self-correction to assure continual professional development c. attend to professional roles and boundaries d. demonstrate professional demeanor in behavior, appearance, and communication e. engage in career-long learning f. use supervision and consultation <ol style="list-style-type: none"> 1) Prepares for supervisory time with field instructor 2) Accepts and uses feedback on performance well 3) Assertively identifies learning needs and placement concerns 4) Follows supervisory procedure (chain of command) 5) Makes effective use of other staff 6) Shows good judgment in working independently or seeking consultation <p>Having an appreciation for the history of our profession is part of developing professional identity. In addition to working for an agency, social workers are part of a profession and should be active in shaping the profession and advocating for it. For example, students might participate in conferences and trainings or begin the process of licensure or certification as ways of demonstrating commitment to on-going professional development.</p> <p>Part of professional conduct is making effective use of supervision. Students must be properly assertive in making their needs known to the field instructor. Placement students are responsible for participating in shaping their field learning experience. Field instructors are expected to challenge students and to provide feedback on performance</p> |

| | |
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| <p>2. Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</p> | <p>Social workers:</p> <ol style="list-style-type: none"> a. recognize and manage personal values in a way that allows professional values to guide practice b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles c. tolerate ambiguity in resolving ethical conflicts d. apply strategies of ethical reasoning to arrive at principled decisions e. demonstrate awareness of ethical issues that arise in placement activities. f. follow agency procedures about confidentiality and client rights <p>Ethics has been discussed throughout the Social Work curriculum. Social workers face ethical issues on a daily basis. Often, ethical practice may seem automatic and continuous, so the key question to ask is: If the student is performing according to ethical standards, how will he/she show it? Present examples of ethical practice for this field setting. A simple example might be that a student can describe the agency policy for providing client information to third parties and can give specific examples of following that policy when handling phone requests from another agency.</p> <p>For more information on practice ethics, see:</p> <p>National Association of Social Workers Code of Ethics</p> |
| <p>3. Apply critical thinking to professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</p> | <p>Social Workers:</p> <ol style="list-style-type: none"> a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom b. analyze models of assessment, prevention, intervention, and evaluation c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. <p>According to Gibbs and Gambrill, “Critical thinking involves the careful examination and evaluation of beliefs and actions. It requires paying attention to the process of reasoning, not just the product. ...</p> |

| | |
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| | <p>Critical thinking involves the use of standards such as clarity, accuracy, relevance, and completeness. It requires evaluating evidence, considering alternative points of view, and being genuinely fair-minded in accurately presenting opposing views. See Leonard Gibbs and Eileen Gambrill. <u>Critical Thinking for Social Workers</u> revised edition. Thousand Oaks CA: Pine Forge Press. 1996.</p> <p>See these Web sites for more information: AN INTRODUCTION TO CRITICAL THINKING Critical Thinking: What It Is and Why It Counts</p> |
| <p>4. Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</p> | <p>Social Workers:</p> <ol style="list-style-type: none"> a. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; c. recognize and communicate their understanding of the importance of difference in shaping life experiences d. view themselves as learners and engage those with whom they work as informants. <p>Many social work service users face discrimination, stigma and oppression. Physical disability, mental illness, AIDS, ethnicity, learning disability, poverty and age are only some of the circumstances around which people encounter barriers in society. Social workers must understand how these factors impact on people and must engage in action to address these issues. Some social work roles, such as an AIDS prevention and awareness provider focus directly on oppression and discrimination, but all social workers are likely to encounter situations where prejudice, discrimination and oppression impact on our clients.</p> <p>Social workers also recognize the POSITIVE influence of such factors and the strengths and support that people derive from their life experience, cultural attachments and survival of adversity.</p> |

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| <p>5. Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</p> | <p>Social workers:</p> <ul style="list-style-type: none"> a. understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. b. advocate for human rights and social and economic justice. c. engage in practices that advance social and economic justice. <p>Social and economic justice refers to assuring that people receive fair treatment and the resources necessary to attain their potential in society. Change strategies involve social action and working with advocacy organizations such as the National Alliance for the Mentally Ill. Participating in a coalition and advocating for a simplified procedure to obtain personal protection orders is an example of a change effort to improve social justice for victims.</p> |
| <p>6. Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers: comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p> | <p>Social workers:</p> <ul style="list-style-type: none"> a. Use practice experience to inform scientific inquiry b. Use research evidence to inform practice. <p>Ideally, agency practice is based on empirical studies that help to understand the nature of client problems and that have demonstrated the effectiveness of interventions used by the agency. Studies vary in their quality and applicability to practice. Social workers need to be able to make judgments about the value of various studies. Many field agencies apply evidence based practice in delivering services. Students can develop competency in evidence based practice by using the NMU Library on-line search capability to locate research evidence. Students might participate in field agency evaluation and effectiveness documentation procedures.</p> |
| <p>7. Apply knowledge of human behavior and the social environment. Social workers are</p> | <p>Social workers:</p> <ul style="list-style-type: none"> a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation b. critique and apply knowledge to understand person |

| | |
|---|---|
| <p>knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</p> | <p>and environment.</p> <p>The social work curriculum includes human biology, psychology, sociology and SW Human Behavior and Social Environment. These courses present theoretical frameworks such as the systems perspective, ecosystems, strengths approach. In field placement, students should apply conceptualizations such as person-in-environment to analyzing client situations and demonstrate ability to conceptualize client problems and service issues by using theoretical frameworks.</p> |
| <p>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p> | <p>Social workers:</p> <ol style="list-style-type: none"> a. Analyze, formulate, and advocate for policies that advance social well-being. b. Collaborate with colleagues and clients for effective policy action. <p>Policy may include national and state policies that provide the agency mandate to deliver services, but it also includes agency policies that have been developed by the field placement organization. Policies provide the structure for delivering services, but policies are sometimes inadequate or conflict with other policies. Social workers need to evaluate policies in order to advocate for support or policy change.</p> |

| | |
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| <p>9. Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</p> | <p>Social workers:</p> <ul style="list-style-type: none"> a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |
| <p>10. (a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p> | |
| <p>10(a)—Engagement</p> | <p>Social workers:</p> <ul style="list-style-type: none"> a. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. b. use empathy and other interpersonal skills c. develop a mutually agreed-on focus of work and desired outcomes. |
| <p>10(b)—Assessment</p> | <p>Social workers:</p> <ul style="list-style-type: none"> a. collect, organize, and interpret client data b. assess client strengths and limitations; c. develop mutually agreed-on intervention goals and objectives d. select appropriate intervention strategies |
| <p>10(c)—Intervention</p> | <p>Social workers:</p> <ul style="list-style-type: none"> a. initiate actions to achieve organizational goals b. implement prevention interventions that enhance client capacities c. help clients resolve problems d. negotiate, mediate, and advocate for clients e. facilitate transitions and endings |

| | |
|--------------------------|--|
| 10(d)—Evaluation. | <p>Social workers:</p> <ul style="list-style-type: none">a. critically analyze, monitor, and evaluate interventions <p>Social workers should assess their own effectiveness in using social work skills. As accountable professionals, they should also seek to document the effectiveness of interventions and programs. Many agencies conduct some level of outcome assessment by monitoring client progress, using standardized evaluation instruments, and participating in program accreditation. Many services are grant funded and the grants require documentation of effectiveness.</p> |
|--------------------------|--|

BLANK LEARNING AGREEMENT FORM

Section II

(Effective Fall 2010)

| | |
|-----------------------------|--|
| Academic year: | |
| Student: | |
| Field Instructor: | |
| Agency/Program Unit: | |
| Faculty Liaison: | |

| COMPETENCY | <u>Learning Experiences and Operational Behaviors</u> – <i>Objectives:</i> Specific behaviors do we expect to see from the students relative to these competencies (in some cases may go with operationalization from Column 2 in the Directions section above) | Dates: (Be specific) |
|---|--|-----------------------|
| 1. Identify as a professional social worker and conduct oneself accordingly. | | |
| 2. Apply social work ethical principles to guide professional practice. | | |
| 3. Apply critical thinking to inform and communicate professional judgments. | | |
| 4. Engage diversity and difference in practice. | | |

| Competency | Learning Experiences and Operational Behaviors | Dates: (Be specific) |
|--|--|-----------------------|
| 5. Advance human rights and social and economic justice. | | |
| 6. Engage in research-informed practice and practice-informed research. | | |
| 7. Apply knowledge of human behavior and the social environment. | | |
| 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | | |
| 9. Respond to contexts that shape practice. | | |

| Competency | Learning Experiences and Operational Behaviors | Dates: (Be specific) |
|--------------------------------|--|-----------------------|
| 10(a)— Engagement | | |
| 10(b)— Assessment | | |
| 10(c)— Intervention | | |
| 10(d)— Evaluation. | | |

STUDENT LEARNING ACTIVITY REPORT

SW 480/1 Social Work Field Instruction

| | |
|-------------------------------|--|
| Student name: | |
| Reporting Period: | |
| Field Agency | |
| Field Placement Hours: | |

| | |
|---|---|
| Specify the practice competency here. (You may include more than one objective for the same activity) | Describe activities in which you engaged during the reporting period related to the objective. Explain how the activity relates to the objective. Add or delete more rows to the table as needed. |
| | |
| | |
| | |
| Future plans/concerns | |

FIELD PLACEMENT REPORT LOG

Directions to the Student

Complete one Field Placement Report Log for each week of the semester, whether you actually attend field placement or not. If you do not participate in field during a reporting period, simply enter “0” for the number of hours and briefly indicate why you were not in placement. Submit the report to the Field Placement Coordinator via the assignment drop box. You must give a copy to your field instructor; these reports will be shared with your field instructor as part of your performance evaluation.

Assigned Field Instructor—the agency staff person with whom NMU arranged your placement and who is expected to sign your semester evaluation. In most cases, this is the person who works with you on a daily basis, but not always.

Other staff—In some cases, the “assigned field instructor” is not the staff person who is working with you directly, or multiple staff may be working with you, having you accompany them on home visits, having you interview their assigned cases, etc. For example, an agency services supervisor may technically be your supervisor, but you might be doing a lot of your placement with one or more direct service workers. Please list individuals who would be knowledgeable about your experiences and your performance.

Summary areas—Generalist practice preparation is the primary goal of field placement. Typically, such preparation involves working with individuals, with groups, with families, with agency systems and the larger community. Placements vary widely, however, in how much exposure students receive in each of these areas. Simply check each practice area in the table that you feel you addressed during this reporting period.

Listing of placement experiences—**Briefly** summarize the main things that you did during the reporting period. If you were not in placement or if you had nothing to do for a significant portion of your placement time, please note that too! Note: The box in which you enter your description will expand as you type. Try to keep the report form to one page in length. The goal is to summarize, not to process.

SW 481 Field Placement Report Log

(Provide copy to field instructor)

| | | |
|---|---------------------------|-------------------|
| | Last | First |
| Student Name: | Kraemer | Austin |
| | Start Day | End Day |
| Reporting Period | 1/14/07 | 1/21/07 |
| | This report Period | Cumulative |
| Hours | 13 | 208 |
| Field Placement Organization: | DHS | |
| Assigned Field Instructor: | Mike Morin | |
| Other staff who observed my performance during reporting period: | Wendy Evans | |

Summary of Field Activity:

Check each area in which you had experience during the reporting period.

| | | | |
|---|---|--|---|
| Individual customers clients—Observing, working with agency service users on a one to one basis | X | Staff consultation or planning— Observing other staff, consulting with them, learning about their roles | X |
| Groups—Observing, assisting, planning, leading group activities. | | Community settings—Observing or working with other agencies. | |
| Families—Observing, interacting with, providing services to families | X | Supervision—Time devoted specifically to planning & giving you feedback | |

Listing of main experiences for the reporting period

| |
|--|
| |
|--|

SECTION VI: BSW PROGRAM FORMS

NOTE: In some cases forms in this section have been re-sized in order to conform to print requirements of the manual. Please do not copy for actual use. Use forms supplied by the NMU Social Work Program. Forms may also be downloaded from the Field Placement Web Site:

<http://www.nmu.edu/socialwork>).

Students who are enrolled in placement may access forms through WebCT for SW 480 and SW 481.

FIELD INSTRUCTOR/AGENCY CONTACT RECORD

| | |
|------------------|--|
| Date of Contact | |
| Student | |
| Agency | |
| Field Instructor | |
| Purpose | <input type="checkbox"/> Orientation Meeting <input type="checkbox"/> First visit (Review Learning Agreement) <input type="checkbox"/> Second visit (Review Mid-year Evaluation) <input type="checkbox"/> Final visit (Review Final Evaluation) <input type="checkbox"/> Other visit |
| Notes: | |

(Signature of Person Completing Report)